

Loyola University of Chicago
School of Education
CPSY 431- Advanced School Counseling and Consultation
Spring 2018
Tuesdays, 7-9:30pm, Maguire 324

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Course Description: This course explores the attitudes, concepts, and skills of indirect service delivery through teaming, collaboration, and consultation. Reflection on practice and competencies for practice in a multicultural world will also be developed through class activities and discussions. This course is designed to produce consultation and organizational development skills that will facilitate an effective, collaborative, professional school counseling practice. We will explore issues related to teaming and collaborating with various school stakeholders including parents, teachers, diverse learners, community members, administrators, and college admissions personnel.

Conceptual Framework and Conceptual Framework Standards: The Conceptual Framework of the School of Education at Loyola University is “Social Action Through Education”. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

Within this framework are four standards. These are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course is designed to reflect all four standards, with CFS 2 and CFS3 receiving particular emphasis (and also CFS4 for those on internship this semester).

Loyola University’s School of Education seeks to develop professionals who use their knowledge and skills to evaluate actions and decisions in light of the ramifications and impact on students/clients and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others.

IDEA Objectives: As part of the course evaluation process, utilizing a system labeled “IDEA” all courses within the School of Education are evaluated based on a selection of the twelve learning objectives listed below. The learning objectives that are essential or important to this course are bolded. All non-bolded learning objectives are considered of minor importance as relates to this particular course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. **Learning to apply course material (to improve thinking, problem solving, and decisions)**
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. **Learning to analyze and critically evaluate ideas, arguments, and points of view**
12. Acquiring an interest in learning more by asking questions and seeking answers

Dispositions: Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, inquiry and social justice. Reflecting the dispositions identified by the faculty in your department, the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. Since there are no required field placements as part of this course, for this specific class you will be evaluated in all areas that do NOT involve field placements (interactions, multicultural issues, multicultural interactions, student development, student needs).

Required Texts:

Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings* (6th ed.). Brooks/Cole: Belmont, CA.

Dougherty, A. M. (2014). *Casebook of psychological consultation and collaboration in school and community settings* (6th ed.). Brooks/Cole: Belmont, CA.

All other course readings are posted in Sakai in the “Course Documents” section.

Course Assignments:

1) Class Participation- 15%

Consultation and collaboration do not occur in a vacuum. A central goal of this class is application of skills to practice, so in addition to sharing my own experiences and commenting on experiences described in our readings, the more you can connect your professional experiences to the class content, the better the learning experience will be for yourself and for everyone else. Whether we are having a class discussion or are engaged in a class activity such as a consultation interview simulation, it is important that you “bring it” to class every week. As of this writing, there are ten students in the class, an ideal number in terms of both being large enough to have good variety in perspectives and experiences, but also small enough that every student has the opportunity to be a consistent, engaged presence that can positively impact everyone else.

I will not have a formal attendance sheet since, again, you are ten people so it will be evident if you are not in class or are in class and otherwise are not fully engaged. If you are not able to make a class, please let me know ahead of time (obviously, if it is an emergency and you otherwise cannot inform me ahead, this is understood). The general atmosphere I am going for in this class is one of collegiality. If we were all working together and had a regular meeting time and you just did not show up without explanation or reason, others would rightfully question your professionalism. Same thing if you regularly are late or miss more than one class without a valid reason. My default position will be to assume that there will not be an issue, but if you miss more than one class meeting, regularly come late, or attendance otherwise becomes an issue, your grade will be reflected accordingly.

The other way in which I am seeking a professional atmosphere is during the class itself. It is one thing to be marked present on an attendance sheet, another to be PRESENT in terms of your engagement. Class participation for me is not about who says the most words in class—indeed, as an introvert, I was never the student who raises his hand every time or had lots to say about every topic—but rather is more about the presence and engagement you bring each week. When we break into small groups, do you participate in a detailed, thoughtful discussion, or do you break off into social conversation after a few minutes? Do you show evidence that you have heard the feedback/comments from your classmates, or do you repeat something that was said fifteen minutes before with no additional elaboration? These are all soft signs of engagement. If I do my job right, the class will be engaging and informative and time will pass quickly. But, again this is a reciprocal process. The more you put into the class sessions, the more effective these sessions will be for you and for everyone else.

2) Yourself as a Consultant for Social Justice- 15%

Before we get into a deeper focus on specific consultation skills and models, we will spend class time focusing on the personality attributes and skills YOU bring to the table as a consultant. When you hear the word “consultant”, you might first think of an older person like myself, someone with gray hair, many years of experience, etc. And while, indeed, just like in any other profession experience can be a great asset, this does not mean that you cannot

contribute in the consultation role right away as a graduate student. As you know from your experiences and from other counseling classes, often simply having another person to listen to you, to bounce ideas off of, and to provide a supportive climate for growth can be tremendously helpful, no matter whether the counselor has direct experience with the exact situation the client is in. So also in consultation do relationship skills matter, as well as skills in facilitating a problem-solving process. A major goal of this class is for you to emerge with enhanced skills in this area, as someone skilled in indirect service delivery.

For this paper, due at the start of class on Jan 30 (please turn in via Sakai as an MS Word file), you are to self-assess your strengths and potential areas for growth as a school-based consultant for social justice. Specifically, your paper should have the following sections:

- 1) *Pertinent experiences related to your ability to provide consultation on topics commonly raised in schools* (e.g., do you have specific experiences with specific child and/or clinical populations? Have you provided training in certain topic areas before? Have you worked in schools prior to coming to graduate school for school counseling? If so, in what roles? By listing out these questions here I am not saying that your paper should address all of these questions in this exact order. I am listing these as examples of the types of things to cover in thinking about pertinent experiences that you might have.
- 2) *Your self-assessment of your leadership strengths as relates to consultation.* Are you someone skilled at putting people at ease? Are you a good listener? Are you particularly strong in situations where people are frustrated and perhaps in conflict with each other (e.g., child is struggling and teacher and parents at odds about what is causing the struggle and what to do about it). Everyone brings unique strengths to the consultation role, what do you bring to the table in this regard?
- 3) *Your self-assessment of areas for growth as relates to consultation.* Just as everyone has strengths, we all have areas for growth. For example, are you like me and care too much about others' opinions of you? Or, perhaps you have limited knowledge about academic interventions, behavioral interventions, how school/university systems function, etc. As graduate students, it is expected that most of you are in the beginning stages of being an effective consultant your area of study. So, strong responses here go beyond stating that you need more coursework and more applied experience in your field to be a stronger consultant--this is true for all graduate students--and rather the intent is for you to think about your unique challenges in this regard.
- 4) *Your thoughts on how a commitment to social justice may impact your work in the consultation role.* What social justice issues are you passionate about? What will differentiate you as school counselor that is a social justice advocate versus one who is not when you are in the consultation role? Social justice is something that is in the air, as well as part of our everyday practices. Or, social justice CAN be a part of our everyday practices if we are conscious of this and purposeful in this regard. In this last section, consider how your viewpoints on social justice may impact your ability to be a successful consultant.

While I am not a stickler about page lengths, since I know this question will be asked and to give you a ballpark estimate, I would anticipate that your paper should be 3-7 pages,

double-spaced and using normal font, font sizes, and margins. Your paper will be graded based on overall writing quality (e.g. absence of typos, sentences and paragraphs lead into each other and are well-organized, the main messages are easy to decipher) and evidence of critical thinking. Specifically please know that this is not about who has the most experience, the fewest weaknesses, or anything else related to your actual abilities in consultation at this point, but rather your grade will be informed by your self-reflection and analysis abilities. Can I understand as a reader why you feel the way that you do? Do you give examples to support your opinions?

3) Consultation Interview and Intervention Plan- 35%

As part of the requirements of this class, you will be conducting a simulated videorecorded consultation interview. Although this is a simulation, the expectation is that your interviewee will be talking about real situations and people. For example, you might interview a colleague about a situation in their work that might benefit from consultation. Or, you might interview a parent about a challenge they are having with one or more of their children. Particularly if you are going the parent route, please do not interview anyone in your family or someone you have a close friendship with as this is a practice interview and the intent is not go get into family challenges/struggles that might impact you as well.

The interview should cover Contracting (briefly) and the Diagnostic stage. We will be reading about (chapters 4 and 5 of your main textbook) and discussing these stages in much greater detail before this assignment is due. While there is not a strict time limit, a 20-30 minute length interview is the general range for this practice interview. You are expected to video record yourself (please do not aim the camera at the interviewee in order to protect confidentiality). As part of Contracting, please obtain verbal (in the recording) permission from your consultee to record your consultation session. Please also state on camera that you will only share this video with me for class purposes and ask your interviewee not to use her/his name or any other identifiers (e.g., names of kids being discussed, name of school/university where situation is taking place). After a brief Contracting discussion where you reach agreement on the parameters of the consultation, your interview should cover the four phases of the diagnostic phase: gathering information, defining the problem, setting goals, and generating possible interventions.

Please submit a link to your video via Sakai. Please also submit a transcript analysis. This transcript analysis should have the following components (credit to Dr. Daniel Newman of the University of Cincinnati for this assignment criteria)

- a. After video-recording the session you will **review and transcribe this session**. When you listen to your recording, it may be helpful to note moments such as successes, challenges, turning points, things you may have done differently, and what you were thinking in the moment.
- b. **Classify your speaking turns** using the following communication skills categories: clarification (questions and statements); paraphrases; summaries; perception checks; relevant questions; Irrelevant questions

- c. **Analyze your use of (a) clarifications (questions and statements), (b) paraphrases, and (c) relevant questions** by conducting a frequency count of these three skills in your transcript.
- d. **Interpret the pattern** you obtained in the data including strengths in your communication skills/relationship development as well as areas for improvement.

Finally, you are to submit a short (2-4 pages recommended) potential intervention plan based on your interview. Were you to continue working with the client, what intervention strategies might you suggest and why? How might you determine--with the client--if the intervention was effective? This section should start with a short explanation of your intervention goals, followed by your ideas for an initial plan and mechanisms to assess whether the plan is having the desired effect. While not a research paper, providing appropriate citations to support the merits of your plan is recommended.

To recap, this assignment has three components. The first is the video itself, which should be sent to me in Sakai via a link (this link can be typed into the text box in the Assignment area). The second component is the transcript, with each of your speaking turns classified, following by a frequency count of the three core skills (clarifications, paraphrases, relevant questions) and interpretation of your role in this session. Finally, the last component is the potential intervention plan. Each element should be turned in via Sakai by the start of class on March 20.

4) Professional Development Plan- 20%

As a school counselor you will frequently be called upon to provide training to the staff at your school. For this assignment you will work either individually or in pairs to create a professional development presentation on a current issue in schools (or universities, for the two higher education students in this class). Your professional development session should be approximately 60 minutes long and should be turned in via Sakai by the start of class on April 17. You will also provide a 15 minute overview of your professional development plan in class on either April 17 or April 24. This class overview will not be graded.

There are two documents to be submitted via Sakai by the start of class on April 17. These documents are your training plan and the powerpoints for your professional development plan. Specifically, you are NOT turning in a 60 minute video! In the training plan, you should describe the need for this training, describe any communications you had with the site where this training will take place (for those planning on implementing this training), list the training goals and intended outcomes, list how your approach will reflect your strengths as a presenter, and then provide a comprehensive outline of the training itself.

Your training plan and powerpoint will be graded based on your framing/background research, the quality of the powerpoints, and the quality of the overall training plan. We will be discussing components of successful professional development sessions in class ahead of the due date.

5) Final Reflection Paper- 15%

Due at the start of our last class meeting, this reflection paper has a few major components. First, looking back at the “Yourself as a Consultant for Social Justice” paper that you wrote at the start of the semester, is there anything you would revise? Do you still have the same self-assessed strengths and weaknesses, as well as the same thoughts on how you might bring a social justice perspective to the consultation role? Second, please describe the main takeaways from this class from your perspective. Third, please discuss your views on the major consultation theories (mental health, behavioral, organizational, multicultural) discussed in this course and how you might bring these approaches to bear in your work in the consultation role. Specific examples of times where each approach might be particularly beneficial in your work would be helpful. Finally, please describe your next steps as a consultant for social justice. How can you continue to develop your skills? What consultation roles do you see yourself adopting more easily and what might be more challenging for you? Are there particular topics and/or common school scenarios that you are passionate about where the consultation role might be particularly beneficial?

As with the “Yourself as a Consultant for Social Justice” paper, grading is not based on who has the highest skill level and/or the fewest weaknesses, but rather will be influenced by both the overall writing quality and the degree of critical analysis displayed. In terms of page limits 6-8 double spaced pages would be my ballpark estimate, this is not an absolute by any measure. This paper is due at the start of our final class on May 1 and should be turned in via Sakai as an MS Word file.

Grades: All assignments will be graded on an A+-F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A= 3.85 or greater

A-=3.5-3.84

B+=3.15-3.49

B= 2.85-3.14

B-=2.5-2.84

Etc.

Class Schedule and Topics

*please note that these are subject to change as the course progresses. I will let you know ahead of time of any modifications.

PCCSC==Psychological Consultation and Collaboration in Schools and Community Settings (6th ed)

Casebook=Casebook of Psychological Consultation and Collaboration in Schools and Community Settings (6th ed)

Date	Topic	Readings	Assignment Due
Jan 16	Introductions, Class Overview		
Jan 23	Overview of Consultation	1) PCCSCS- Ch 1 2) Casebook- Ch 1	
	Consultation Processes		
Jan 30	Multicultural/Social Justice Considerations in Consultation	1) Academically Resilient, Low Income Students' Perspectives of How School Counselors Can Meet Their Academic Needs (2015) (Sakai) 2) A Multicultural/Social Justice Perspective to Move Beyond the Nice Counselor Syndrome (2008) (Sakai) 3) Examining School Counselors' Commitment to Social Justice Advocacy (2015) (Sakai)	Yourself as a Consultant for Social Justice paper due
Feb 6	Consultants, Consultees, and Collaborators	1) PCCSC- Ch 2 2) A Qualitative Metasynthesis of Consultation Process Research: What We Know and Where to Go (2017) (Sakai)	
	Consultation Stages		
Feb 13	NO CLASS- NASP Conference		
Feb 20	Entry and Diagnosis Stage	1) PCCSC- Ch 3- 5	

Feb 27	Implementation and Disengagement Stages	1) PCCSC- Ch 6-7	
March 6	SPRING BREAK		
March 13	Disengagement Stage	1) PCCSC- Ch 7	
	Consultation Models		
March 20	Mental Health Consultation/ Consultee-Centered Consultation	1) PCCSC- Ch 9 2) Casebook- Ch 2	Consultation Interview and Intervention Plan due
March 27	Behavioral Consultation	1) PCCSC- Ch 10 2) Casebook- Ch 3	
April 3	Organizational Consultation and Collaboration	1) PCCSC- Ch 11 2) Casebook- Chs 5, 6, 8	
April 10	Leadership and Program Evaluation	1) The School Counselor Leadership Survey (2015) (Sakai) 2) Program Evaluation Interest and Skills of School Counselors (2016) (Sakai)	
April 17	Class Presentations: Overview of Professional Development Sessions		Professional Development Plan and Powerpoints Due
April 24	Class Presentations		
May 1	Class Wrap-Up		Final Reflection paper due

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.